

Activating Communication

Designing Learning

and

Integrating Technology



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Playing with QR Codes

Where do these codes lead to? Figure out this activity. If you don't know what to do, **BE 21ST CENTURY** and **collaborate** with others or other resources who know how. Bon courage!

QR code

1.



2.



3.



4.



5.



Where are you?

1. _____

2. _____

3. _____

4. _____

5. _____

French I-Unit 3-L'Alimentation et la faim

Language	French		
Course	French I		
Targeted Proficiency Level	Novice-mid		
Thematic unit	L'alimentation et la faim (Food and Hunger)		
Unit length	about 4 weeks		
Stage 1: Desired Results			
Standards: Check as many as apply.	<div><div><div><input type="checkbox"/> 1.1 Interpersonal communication</div><div><input type="checkbox"/> 1.2 Interpretive communication</div><div><input type="checkbox"/> 1.3 Presentational communication</div><div><input type="checkbox"/> 2.1 Cultural practices and perspectives</div><div><input type="checkbox"/> 2.2 Cultural products and perspectives</div><div><input type="checkbox"/> 3.1 Connections to other disciplines</div><div><input type="checkbox"/> 3.2 Acquiring new information</div></div><div><div><input type="checkbox"/> 4.1 Language comparisons</div><div><input checked="" type="checkbox"/> 4.2 Cultural comparisons</div><div><input type="checkbox"/> 5.1 Language within and beyond the school setting</div><div><input type="checkbox"/> 5.2 Lifelong learning</div></div></div>		
Enduring Understanding(s)	Food is necessary for life. Hunger is everywhere.		
Essential Question	How does healthy eating for everyone make the planet a better place to live?		
Guiding Questions	<ul style="list-style-type: none">How do we eat well?Why does hunger exist?		
Learning Goals	Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.		
Functions What can learners do?	Knowledge What context, structure and culture will learners need to show their knowledge?		
Functions	Context	Structure	Culture
ask and answer questions about food and hunger	<ul style="list-style-type: none">Are you hungry?I am/am not...question words	<ul style="list-style-type: none">to haveidioms (avoir faim)yes/non question formationCombien, Où, À quelle heure, Quand	<ul style="list-style-type: none">foods and drinks inFrancophone countries
talk about likes and dislikes concerning common and international foods	<ul style="list-style-type: none">Do you like....?I like / don't like?I like a littleI like a lotI loveI hatetypical level 1 foods – 20 wordsselected cultural foods from various French speaking countries – 20 wordsnames of countries	<ul style="list-style-type: none">verb aimerverb préférerverb detesterverb: adoreradverbs: beaucoup, un peunegative: ne ..pas	<ul style="list-style-type: none">social register
ask and answer if they would like certain dishes and give reasons	<ul style="list-style-type: none">I would/would not like because	<ul style="list-style-type: none">questionsparce quecomparison	
find out where and explain why hunger exists in the world	<ul style="list-style-type: none">Food is important becauseWhere are people hungry?How many people are hungry?(percentage) of people are hungry	<ul style="list-style-type: none">question formation	<ul style="list-style-type: none">reading mapsread and interpret data

	<ul style="list-style-type: none">• Hunger exists because of war, poverty, climate, drought (not enough water)• big numbers• countries		
say why they make good / poor food choices	I eat well because to be healthy, I do not want... <ul style="list-style-type: none">• to be obese• to be unhealthy	<ul style="list-style-type: none">• verb <i>manger</i>• adverbs: <i>beaucoup, un peu</i>• negative: <i>ne ..pas</i>	<ul style="list-style-type: none">• healthy habits/foods in Francophone countries
Stage 2: Assessment Evidence Summative Performance Assessments			
Interpretive	Students will read short authentic texts that provide information on food and hunger. They texts will be excerpted from Copain du Monde. Students will be given key English words and asked to find the French equivalent. They will be given statements and will indicate which statements provide information that is shared in the reading. They will also watch a brief youtube clip and state the main idea of the clip in English.		
Interpersonal	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.		
Presentational	Students will create a public service announcement to address nutritional and / or hunger issues in their community.		
Formative Assessments		Other Summative Assessments	
<ul style="list-style-type: none">• food and drink vocabulary quizzes• matching pictures with vocabulary			
Stage 3: Learning Activities			
Interpersonal	Interpretive	Presentational	
<ul style="list-style-type: none">• Hungry Planet video: http://youtu.be/osSpWbmEYF4 - discussion about which countries are more healthy than others• use pictures with ingredients - I prefer this because ..I like.. series of slides with pix and ingredients-simple words (healthy or not) –partner discussion and interview•	<ul style="list-style-type: none">• Hungry Planet video: http://youtu.be/osSpWbmEYF4 use pictures with ingredients - I prefer this because ..I like.. series of slides with pix and ingredients-simple words (healthy or not) –partner discussion and interview• SOS faim movie-interpretive activities, numbers:	<ul style="list-style-type: none">• Hungry Planet video: http://youtu.be/osSpWbmEYF4 - discussion about which countries are more healthy than others	
Other Learning Activities			
<ul style="list-style-type: none">• <u>practice activities for aller</u>• <u>draw food and drink items for a new café</u>• <u>research café and snack foods and drinks from other Francophone countries</u>			
Resources			
<u>District Resources-C'est à Toi Niveau 1</u> <ul style="list-style-type: none">• <u>Unité 3-café foods and drinks</u>• <u>Unité 4-time</u>• <u>Unité 6-days/months</u> <u>Other resources</u> <ul style="list-style-type: none">• <u>online café menus</u>• <u>food flashcards in both paper form and online</u>• <u>online currency exchange convertor</u>• <u>online videos/images about Francophone cafés , foods and drinks</u>			

TSD Spanish III Unit 3 Living a Healthy Lifestyle 2012

<https://tsdwlstandards.wikispaces.com/>

Language	Spanish		
Course/level	Spanish III		
Targeted Proficiency Level	Novice-High		
Thematic unit	Living a Healthy Lifestyle		
Unit length	6 weeks		
Stage 1: Desired Results			
Standards: Check as many as apply.	<input checked="" type="checkbox"/> 1.1 Interpersonal communication <input checked="" type="checkbox"/> 1.2 Interpretive communication <input checked="" type="checkbox"/> 1.3 Presentational communication <input checked="" type="checkbox"/> 2.1 Cultural practices and perspectives <input type="checkbox"/> 2.2 Cultural products and perspectives <input checked="" type="checkbox"/> 3.1 Connections to other disciplines <input checked="" type="checkbox"/> 3.2 Acquiring new information		<input checked="" type="checkbox"/> 4.1 Language comparisons <input checked="" type="checkbox"/> 4.2 Cultural comparisons <input checked="" type="checkbox"/> 5.1 Language within and beyond the school setting <input checked="" type="checkbox"/> 5.2 Lifelong learning
Enduring Understanding(s)	Health and nutrition are important for maintaining a healthy lifestyle.		
Essential Question	What do I do to be healthy?		
Guiding Questions	<ul style="list-style-type: none">• How do I maintain a healthy lifestyle?• How do I give advice about health and nutrition?• What do I do when I’m sick?		
Learning goals	At the end of this unit learners can discuss aspects of a healthy lifestyle such as eating habits, exercise, and medicine. Learners can also give advice about health and nutrition. They can also complain about health issues and discuss symptoms and remedies.		
Functions What can learners do?	Knowledge What context, structure and culture will learners need to show their knowledge?		
Functions	Context	Structure	Culture
discuss ways to stay fit and healthy	<ul style="list-style-type: none">• exercise• nutrition• stress relief• hygiene	<ul style="list-style-type: none">• <i>tú, Ud., Uds.</i> affirmative/negative commands	<ul style="list-style-type: none">• physical education• exercise habits
complain about health issues	<ul style="list-style-type: none">• symptoms• parts of the body• remedies/medicine	<ul style="list-style-type: none">• preterite	
discuss symptoms/remedies			
give advice about health and nutrition	<ul style="list-style-type: none">• foods/beverages• high frequency present subjunctive phrases (<i>Es necesario que, Recomendando que</i>)	<ul style="list-style-type: none">• present subjunctive	<ul style="list-style-type: none">• eating habits
compare cultural perspectives about health, nutrition, physical fitness, and medicine		<ul style="list-style-type: none">• comparatives and superlatives	<ul style="list-style-type: none">• natural remedies• compare cultural perspectives

Stage 2: Assessment Evidence Summative Performance Assessments		
Interpretive	Read articles and advice columns about health issues	
Interpersonal	Give advice about healthy lifestyle habits	
Presentational	Create a brochure for a health related issue for kids and adults	
Formative Assessments	Other Summative Assessments	
<ul style="list-style-type: none">command quizsubjunctive quizvocabulary quiz	<ul style="list-style-type: none">create and perform your own workout routine	
Stage 3: Learning Activities		
Interpersonal	Interpretive	Presentational
<ul style="list-style-type: none">describe healthy lifestyle habitsgive advice about well-beingsurvey people about what they do to maintain health	<ul style="list-style-type: none">read nutrition labels and food pyramid/plateread about cultural perspectives on healthlisten to people talk about healthy and unhealthy lifestyles	<ul style="list-style-type: none">write a food and activity journaldescribe in detail one thing I do to maintain my health
Other Learning Activities		
<ul style="list-style-type: none">verb practicecreate an advertisement for a place or a product using commands“Simón dice”create a healthy lifestyle postergraph and analyze healthy habits from the survey		
Resources		
District Resources– Realidades 3 <ul style="list-style-type: none">Unit 1 (preterite)Unit 3 Other resources <ul style="list-style-type: none">Internet sitesTECLAUSDA food guide pyramidprofessional organizations websites -advocacy		

Learner targets-Spanish III-Environment Unit

Unit 3: Living a Healthy Lifestyle

INTERPRETIVE MODE		INTERPERSONAL MODE (Spontaneous Person-to-Person)	PRESENTATIONAL MODE	
Listening	Reading	Speaking & Writing	Prepared Speaking	Prepared Writing
I can... <ul style="list-style-type: none"> understand what people do/need to do to stay healthy. understand advice people give about health. 	I can... <ul style="list-style-type: none"> understand what people do/need to do to stay healthy. understand advice people give about health. recognize what people around the world do to stay healthy. 	I can... <ul style="list-style-type: none"> ask for / give advice about healthy eating and exercise habits. identify health concerns. discuss / compare healthy foods. 	I can... <ul style="list-style-type: none"> provide information about healthy lifestyle choices. describe in detail one thing I do to maintain my health. 	I can... <ul style="list-style-type: none"> write a food & activity journal. analyze my eating & exercise habits. create a guide for a healthy lifestyle.

**Para cada objetivo de aprendizaje a continuación, favor de indicar tu progreso hasta este punto
(= for each learner target below, please indicate your level of progress toward meeting it, at this point in time):**

Escribe uno de los siguientes símbolos en cada círculo, debajo del objetivo:

+ = “Yo puedo hacer esto muy bien/fácilmente/sin ningún problema.”

√ = “Yo puedo hacer esto bastante bien, pero todavía necesito practicar más.”

— = “Yo no puedo hacer esto. Necesito practicar mucho más.”

I can understand
what people
do/need to do to
stay healthy.
(listening)

I can understand
advice people
give about
health.
(listening)

I can understand
what people
do/need to do to
stay healthy.
(reading)

I can understand
advice people
give about
health. (reading)

I can recognize
what people
around the world
do to stay
healthy.
(reading)

I can ask
for/give advice
about healthy
eating and
exercise habits.
(speaking and

I can discuss
health
concerns.
(speaking and
writing)

I can
discuss/compare
foods. (speaking
and writing)

I can provide
information
about healthy
lifestyle choices.
(speaking)

I can describe
what I do to
maintain my
health.
(speaking)

I can write a
food and
activity journal.
(writing)

I can describe
my eating and
exercise habits.
(writing)

I can create a
guide for a
healthy
lifestyle.
(writing)

I can

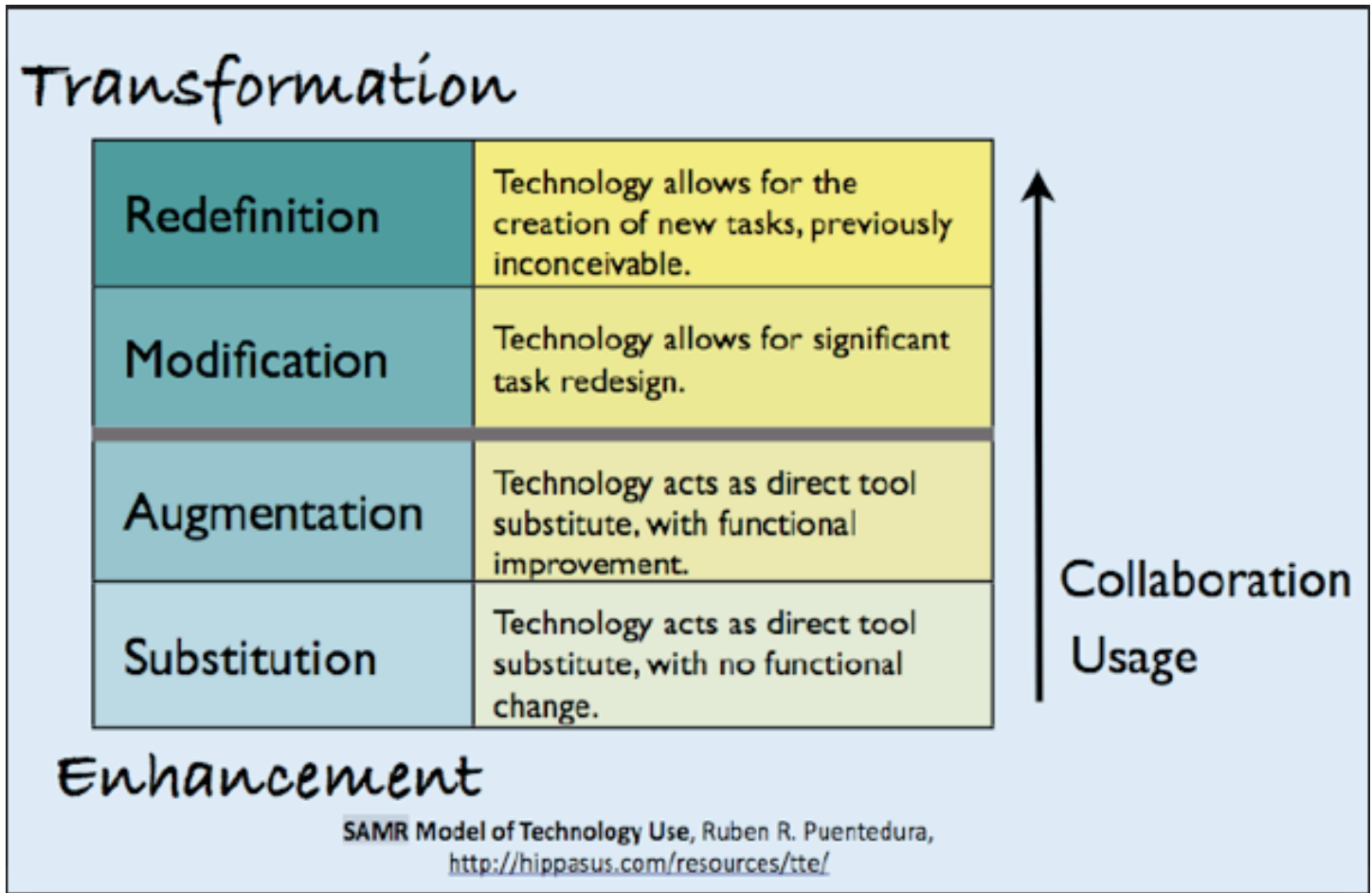
I can

I can

Integrating Technology

Essential Question:

How do learners activate and transform communication using technology?



SAMR mode

The **S**ubstitution **A**ugmentation **M**odification **R**edefinition Model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the demands of good teaching and learning.

SAMR model developed by Dr. Ruben Puentedura <http://www.hippasus.com/>

Technology to activate communication and transform learning

I. Resources for locating images and photos

1. Tag Galaxy	http://taggalaxy.de	Search for photos from Flickr
2. Fotopedia	http://www.fotopedia.com	Collaborative photo encyclopedia
3. Compfight	http://compfight.com	Sort images for creative commons
4. Goggle Art Project	http://www.googleartproject.com	3D art tours of many museums
5. Google maps in many languages	http://support.google.com/maps/bin/answer.py?hl=en&answer=63471	Google maps in a variety of languages
6. MorgueFile	http://www.morguefile.com	Lots of free photos
7. FLICKR	http://www.flickr.com	World's photo album-search creative commons
8. 5 card Flickr story	http://5card.cogdogblog.com -learn about http://5card.cogdogblog.com/play.php?suit=5card -play	Designed to foster visual thinking, you get 5 random pictures from Flickr and then you create a story.
9. Pinterest	http://pinterest.com	a pinboard-style photo sharing website

II. Using images and information to make stories, comics, books, magazines and speaking activities

1. Wordle	http://www.wordle.net	word clouds
2. Tagxedo	http://www.tagxedo.com	word clouds in shapes
3. Bubblr	http://www.pimpampum.net/bubblr	Comic strips using Flickr photos
4. Piclits	http://piclits.com	Creative writing using images
5. Five Card Flickr Story	http://5card.cogdogblog.com/play.php?suit=5card	Lets you create a story from 5 random FLICKR pix
6. PECHA Flickr	http://pechaflickr.cogdogblog.com	20 random flickr photos, each one on screen for 20 seconds.
7. Issuu	http://issuu.com	Make a magazine or newsletter
8. Storybird	http://storybird.com	Collaborative Storytelling

III. Resources for using and creating videos

1. Video writing prompts	http://teachhub.com/video-writing-prompts	Site with writing prompts and popular videos
2. Video creating tools	http://www.youtube.com/create	Series of video creating tools grouped
3. Aminoto video	http://animoto.com/education#top	“music videos”
4. Dvolver video maker	http://www.dvolver.com	cartoon videos
5. Tube chop	http://www.tube chop.com	Cut a section of a Youtube video
6. Go Animate Edu	http://goanimate.com	Comic and animated movie

IV. Technology to record voice or use computer generated voice

1. Vocaroo	http://vocaroo.com	Simple podcast
2. Voxopop	http://www.voxopop.com	Talk discussion board
4. Google Voice	http://www.google.com/googlevoice	Students call and answer ?
5. AudioBoo	http://audioboo.fm	Record and upload audio

V. Technology to enhance speaking and writing Presentational communication

1. Glogster	http://edu.glogster.com	Digital Poster
2. Fotobabble	http://www.fotobabble.com	“Trading cards
3. FaceinHole	http://www.faceinhole.com	Put your face in pix
4. Blabberize	http://blabberize.com	Make picture talk
5. Make Beliefs Comix	http://www.makebeliefscomix.com	Make comic strips
6. Padlet (Wallwisher)	http://padlet.com	Digital post it notes

VI. Other great tools to impact learning

1. DropBox	http://www.dropbox.com	Cloud files sharing
2. Slideshare	http://www.slideshare.net	Share and find ppt
3. Scribd	http://www.scribd.com	Share docs and pdf's
4. Quizlet	http://quizlet.com/	Create and use flashcards
5. Textivate-	http://www.textivate.com	Change a text into a game
6. Remind101	https://www.remind101.com	Safe way to text students and parents
7. Socrative-reponse system for quizzes	http://socrative.com	Response system for quizzes
8. Layar	https://www.layar.com	Augmented reality-layer urls, etc. on pix
9. QR code generator	http://qrcode.kaywa.com	ke qr codes-use “static” for free
10. Duolingo	http://duolingo.com	language learning gamified (app, too)
11. MentorMob	http://www.mentormob.com	Need to keep tract of articles, pix, ask questions
12. TES	http://www.tes.co.uk	amazing amount of resources and activities for many languages

VII. Apps

1. Neoreader-one of many qr code readers	http://www.neoreader.com
2. Layar-Augmented Reality	https://www.layar.com
3. Apps for Language learning	https://sites.google.com/site/melindamlarsonapps (thanks to Melinda Larson)
4. Lots of apps based on SAMR model	Padagogy Wheel

Your ideas, notes. reflections

